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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT analyze the lives of African Americans during Reconstruction | 5.1.1.a Analyze the political and social impact of the 13th, 14th and 15th Amendments, such as the election of African-Americans to local, state, and federal offices. **(13th, 14th, and 15th amendments, African-American Civil Rights, carpetbaggers, scalawags)** | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** |  | |
|  | 5.1.1.c Evaluate the social and economic effects of sharecropping, tenant farming and the Freedman’s Bureau in the post Civil War South. **(Sharecropping, tenant farming, Freedman’s Bureau)**  5.1.1.d Analyze the practices, policies and legislation used to deny African-Americans’ civil rights, including black codes, lynching, the Ku Klux Klan, voting restrictions, Jim Crow Laws and *Plessy v. Ferguson*(1896). **(Black Codes, Jim Crow laws, *Plessy v Ferguson,* lynching, poll taxes, redeemers)** | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
|  | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | * What was Reconstruction? Why is it important? | |
| **LESSON CYCLE: GO** | **OPENING. ( 10 min.)**   * What was Reconstruction? Why is it important? | |
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| **INTRODUCTION OF NEW MATERIAL. (30 min.)** | |
| Students will follow along on a powerpoint that refreshes them on the 13, 14, and 15 amendments. We will also look at the lives of African Americans during Reconstruction. We will learn about sharecropping and tenant farming and discuss their similarities and differences to slavery. . | |
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| **GUIDED PRACTICE. ( 25 min.)** | |
| Students will do a written debate about which amendment was most important. Students will write their thoughts down on a piece of paper and place that piece of paper in a bin. They will then be given other papers out of the bin to write a written response. Students will do this three times. | |
| **INDEPENDENT PRACTICE. (20 min.)** | |
| * Students will answer the following question in 1 paragraph. Was life for African Americans better during Reconsturction than as slaves? Why or why not? | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK:** | |
| **REINFORCEMENT** | None | | |